EXPLORING STUDENTS' PERCEPTIONS TOWARD VLOGGING AS A TOOL FOR ENHANCING ENGLISH VOCABULARY ACQUISITION

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Abstract: This study was conducted to explore students' perceptions of using vlogs as a medium for English vocabulary acquisition. The research employed a qualitative method, specifically narrative inquiry. Data were obtained through interviews with students from a private institution who had participated in English language learning using vlogs. The findings of this study indicate that the implementation of vlogs as an interactive medium has numerous advantages and is highly significant. One of the key advantages is that vlogs can enhance students' motivation and interest in learning English vocabulary. Another advantage is that students find enjoyment in the learning process and can immediately apply the vocabulary they have learned within their vlogs. Lastly, as a project-based learning medium, vlogs enable students to better understand the usage of English vocabulary and enhance their self-confidence. The researcher also observed the participants' enthusiasm when using vlogs for learning and expressed the hope that this medium could be implemented across all subjects.

Introduction   مقدمة

The advancement of technology has a positive impact on the education field, which plays a crucial role in the teaching and learning process for teachers and students. The teachers and students are able to enhance the learning experience more easily by using technology (Djiwandono, 2020). The utilization of technology transcends the confines of a singular academic discipline and finds applicability across diverse realms of learning. Among these domains, the field of English language education stands as a noteworthy beneficiary of technological integration. Virtual Reality (VR), as a new technology, holds substantial promise in providing support for students in the process of learning the English language (Hoang et al., 2023). The integration of microlearning and flipped learning are other technologies that can present valuable opportunities for English as a Foreign Language (EFL) learners to effectively enhance their language skills (Shafiee, 2023). Another technology that can assist students in improving English specifically for English for Academic Purposes (EAP) is the Corpus of Contemporary American English, also known as COCA (Liontas et al., 2023). Those examples show that using technology can enhance English students' abilities.

Furthermore, a plethora of technologies have been employed as instructional media for English language learning, exemplified by the utilization of vlogging.

Vlogging, in itself, is the activity of producing people's daily lives videos for online sharing that encompasses various topics, including education, specifically tailored for the enhancement of vocabulary development. Wang (2022) mentions that Vlogging, or video blogging, is a video genre that showcases and disseminates the day-to-day activities of an individual on social media platforms. Moreover, the rapid development of vlogging is evidenced by the proliferation of vlog content across various social media platforms, indicating its widespread popularity in contemporary society. An illustration of the popularity of vlogging is exemplified by Sohu (Sohu, 2019), who found that 450,000 vloggers created approximately 1.45 million vlog videos for upload, garnering a viewership of around 3.3 billion views within the Chinese vlogging community. As a popular media, vlogging also provides students with the opportunity to enhance their vocabularies as it necessitates the development of oral communication proficiency, and (Elekaei et al., 2020). Furthermore, vocabulary is indispensable for learners to comprehend and express themselves across all four language skills effectively.

In English language learning, although vocabulary acquisition is highly important as it constitutes a fundamental component of the English language (Ajabshir & Sadeghi, 2019), many challenges are encountered by students when learning vocabulary. These constraints can arise from both internal and external factors affecting students. An illustrative example of an external factor constraint is the inadequacy of the learning media utilized in instruction, which may lack the necessary appeal and engagement for students. Hence, the meticulous selection of suitable and captivating media for English vocabulary learning holds paramount importance (Flores Quiroz et al., 2021). One example of media that fulfills these criteria is vlogging.

The employment of technology or vlogging media in English language learning offers a multitude of advantages (Maulidah, 2018), specifically for vocabulary acquisition. The first advantage pertains to heightened student engagement, thereby promoting motivation and facilitating vocabulary learning. The second advantage lies in the potential of the media to enhance students' self-confidence in acquiring vocabulary. The third advantage is the facilitation of creative and personalized vocabulary learning through the utilization of vlogging media, enabling students to explore topics aligned with their interests.

There has been a substantial body of research focusing on the utilization of vlogging for English vocabulary learning, indicating its widespread popularity. In the research conducted by Thi Le Ha & MinhHieu Ha (2022), it has been proven that the implementation of Vlogging significantly imparts influence on product endorsements, encompassing the impact of audience participation, parasocial relationships, and valence. Another research by Homsi et al. (2022) examined the impact of vlogging on tourism marketing to influence individuals' trust in tourist destinations and demonstrated the effectiveness of vlogs in increasing the level of realism in the information received by clients, as well as the emotional and epistemic values of the clients. Based on the aforementioned studies, it is evident that the use of vlogging for

introducing a product and advertising tourism is highly effective and popular. However, there is still a lack of research and implementation in the context of utilizing vlogging media for the educational field, specifically for English vocabulary.

In light of the aforementioned elucidation, this study is deemed necessary to ascertain students' perspectives regarding the utilization of vlogging media to foster students' vocabulary proficiency. Hence, this study is guided by the following research questions: 1) how do students' English vocabulary acquisition toward learning motivation and topic learning preferences by using vlogging? 2) what challenges do students face when using vlogs to acquire English vocabulary?

Method │ منهج

Research Design

In this study, the researchers adopted a narrative inquiry design by Johnson & Christensen (2019), which centers on the interpretation and comprehension of individual experiences or students' experiences in English language learning through the utilization of vlogging media. The selection of this design was based on its appropriateness for in-depth exploration of information about the importance of employing vlogging media for English language instruction, particularly in the acquisition of vocabulary. Four participants were purposively chosen in this research to provide narratives regarding their experiences in learning English through the use of vlogging media.

Research Subjects

This research was conducted at an Islamic institute located in Banyuwangi, East Java, Indonesia. The researchers purposefully selected four participants from the institution who possessed prior experience or had engaged in English language instruction utilizing vlogging media. The chosen participants comprised two males and two females, all of whom were enrolled in the Economics department.

Data Collection

In this study, researchers employed observation, video documentation, and in-depth interviews as data analysis materials. In the observation phase, the researcher conducted observations in the classroom on three occasions while students were engaged in the English language learning process, preparing for the vlogging activity to relevant financial institutions as chosen by the students. In the documentation session, the researcher gathered vlogging videos created by students, focusing on the introduction of financial products in the institutions they had selected.

In-depth interviews were conducted with the participants. Each participant was interviewed once, individually, resulting in a total of four interviews. To ensure clarity and precise interpretation, the interviews were conducted in the national language, Bahasa Indonesia, to avoid any miscommunication or language-related difficulties that could affect the accuracy of responses. The interviews were audio-recorded to facilitate

later analysis, and transcriptions were created for written documentation and ease of analysis.

During the interview sessions, participants were asked about their experiences before, during, and after engaging in English language learning through vlogging media, specifically focusing on their vocabulary acquisition. The interview questions were formulated by the researcher, drawing inspiration from the work of Masyi'ah (2014) as a guiding reference. The interview questions encompassed various aspects, such as participants' perceptions of the learning process, the influence of vlogging media on vocabulary development, specific examples of vocabulary improvement, encountered challenges, progress in vocabulary skills, impact on confidence and motivation, and recommendations for effective utilization of vlogging media in English language instruction.

Data Analysis

The present study employed the Six Thematic Analysis framework or Six procedural stages for conducting thematic analysis in qualitative research proposed by Braun & Clarke (2006) to analyze the collected data. In the initial phase, the researcher carefully listened to the audio recordings multiple times to gain a comprehensive understanding of the participants' speech, particularly focusing on any indistinct or ambiguous language. Following this, the researcher transcribed the recorded data into written form, ensuring accurate representation. Subsequently, during the third stage, the researcher engaged in thorough and repeated readings of the transcribed data to establish a deep familiarity with its content. This iterative process involved immersing oneself in the data, allowing for a nuanced comprehension by engaging in a minimum of three readings for each transcript. Through an active coding process, the researcher assigned labels or codes to meaningful units of text, eventually grouping them based on shared characteristics to generate broader thematic categories. The researcher exercised meticulous care to ensure the identified themes captured the essence of the participants' experiences with vocabulary acquisition through the utilization of vlogging media. Moreover, to ensure the reliability and validity of the emerging themes, the researcher sought external feedback from observation and video documentation, engaging in discussions and critical examination of the analysis process.

The researchers opted for the thematic analysis of orientation, rising state, shock, and identity development, as these themes aligned well with the circumstances of participants who were newcomers to using vlogs. In the orientation phase, participants provided insights into their motivation in acquiring English vocabulary before engaging with vlogs. The rising state phase captured participants' initiation of learning and vocabulary mastery through vlogs, encompassing their diverse experiences. The shock phase elucidated the challenges encountered by participants when employing vlogs as a tool for English language acquisition. Lastly, the identity development phase encompassed participants' narratives about their concluding experiences with vlogs in

the pursuit of vocabulary mastery in English while also offering their impressions and recommendations.

Result │ نتائج

The research findings explicate the outcomes obtained from the interviews, which were structured along a progressive narrative trajectory comprising the distinct phases of orientation, rising state, shock, and identity development, as defined in the data analysis process.

Students' English Vocabulary Acquisition Towards Learning Motivation by Utilizing Vlogs.

The participants in this study demonstrated motivation in learning the English language, especially in terms of vocabulary retention. Through vlogging, students experienced real-life situations and conversations. Learning vocabulary in the context of vlogging helps them understand how English vocabulary is used naturally. Moreover, Utilizing vlogs as a language learning tool makes students perceive the approach as more innovative and modern. This novel method renders the learning process intriguing, fostering a heightened inclination to explore and incorporate new words and expressions. Additionally, vlogging facilitates the recall and application of English vocabulary in their own language or communication.

In addition to vlogging serving as a means to enhance English vocabulary in real-life situations, two activities, namely listening and speaking, are frequently embedded in vlogging activities, allowing individuals to facilitate the understanding and retention of English vocabulary. In the learning process utilizing vlogging, students find the experience engaging, particularly when the topics align with their interests, as it enables them to directly immerse themselves in fieldwork or institutions related to their academic disciplines. Consequently, they perceive learning through vlogging as rendering the educational process more enjoyable and motivating for comprehending and employing vocabulary associated with their respective fields.

Excerpt 1

1st participant

...certainly, utilizing vlogging has heightened my interest in learning English. My motivation stems from the practical application of English, specifically in honing my speaking skills and concurrently expanding my English vocabulary, which constitutes a fundamental aspect of language proficiency. Through vlogging, I am able to apply my English skills directly in my workplace, aligning with the subject matter of my academic major. Learning through vlogging as an instructional medium also mitigates the likelihood of boredom, as the direct practical application differs significantly from the traditional classroom setting, contributing to a more engaging learning experience...

2nd participant

…the use of vlogging in learning English has mitigated my tendency to quickly

become bored, as it allows for direct practical application in real-world scenarios. This has sparked a newfound interest in delving deeper into the study of the English language, a subject I was previously somewhat less fond of. The requirement for direct verbal communication in vlogging has notably enhanced my speaking skills and vocabulary acquisition. Additionally, the dynamic and engaging nature of vlogging has prevented the onset of monotony in my learning process, rendering the overall learning experience more dynamic and captivating…

3rd participant

…vlogging has engendered a greater affinity for learning the English language within me. I can practice speaking and augment my vocabulary with new words. Through vlogging, English can also be applied in my workplace, aligning with the subject matter of my academic major. The process is not tedious like in a classroom setting; thus, it is more enjoyable and effective...

4th participant

...the use of vlogging genuinely enhances my enthusiasm for learning English. I can practice speaking and expand my vocabulary. Through vlogging, I can also apply English in the corporate setting, aligning with the field of my academic major. It is more enjoyable than in a classroom, avoiding monotony, and thus, learning remains engaging...

Overall, my experience with vlogging positively influences my motivation to expand and enrich my English vocabulary by providing a dynamic and immersive learning environment, immediate application of new words, and an innovative learning approach.

Students' English Vocabulary Acquisition Towards Topic Learning Preferences by Using Vlogs.

In the context of utilizing vlogs for English language instruction, specifically choosing topic suitability for targeting vocabulary retention, the participants responded with nearly identical answers, emphasizing the use of vlogging with the selection of relevant themes corresponding to their respective majors, particularly in the field of economics. This approach aids participants in comprehending specialized vocabulary used in the economic domain, such as the introduction of banking products, as exemplified in their activities. The preference for relevant topics also captivates participants, fostering their interest in the terms employed within the given context.

Additionally, vlogging, which delves into specific aspects, such as introducing an institution's products, aids participants in recognizing and understanding specific terminology. This assists in opening opportunities to enrich participants' English vocabulary in the context of the economic field. At times, the preference for vlogging topics related to participants' academic content facilitates their ease of understanding in connecting their case studies between academic lectures and real-world scenarios within economic institutions.

Excerpt 2

1st participant

...when learning English by directly applying it through vlogging, I can choose topics relevant to the field. Since I created vlogs within the financial institution, I have become acquainted with financial products, aligning with my academic major. I've noticed that vocabulary nuances differ between economics and other fields. This realization highlights the varying English vocabulary across academic disciplines. Hence, through vlogging, I am fortunate to acquire English vocabulary specific to the field of economics...

2nd participant

... Therefore, when I learn English through vlogging in financial institutions, I select topics that align with my major. This way, I gain a deeper understanding of financial products and specific English terminology related to economics. I am aware that these terms vary between economics and other fields. Vlogging genuinely assists me in comprehending specialized vocabulary for finance, making the process of learning English more connected to my interests and expertise...

3rd participant

... Certainly, in essence, when learning English through vlogging with a focus on financial service institutions, I can choose topics that align with my field of study. This aids in acquainting myself with financial products and understanding specific English vocabulary pertinent to the economic domain. Vlogging provides me with an opportunity to grasp specialized vocabulary in the context of finance, making learning English more practical and relevant to my interests and expertise...

4th participant

... When studying English through vlogging in the field of finance, I can choose topics relevant to my expertise. This approach proves beneficial in acquainting me with specialized vocabulary within the realm of economics. I find vlogging to be a more practical and pertinent method, aligning seamlessly with my interests...

Based on the excerpted participant response from the interview, it was evident that choosing a relevant topic in the utilization of vlogs significantly facilitated the participants' mastery of English vocabulary. The utilization of relevant topics also aids participants in comprehending more specific terminology related to their academic majors, thereby providing opportunities to facilitate the enrichment of their English vocabulary.

The Challenges in Utilizing Vlog Media for English Vocabulary Mastery.

Regarding the identified challenges, it was revealed that all participants in this research conveyed the impediments they encountered in effectively communicating through their vlogs, primarily attributable to their limited vocabulary acquisition. Consequently, a considerable amount of time and effort was required on their part to diligently memorize the words or texts they intended to articulate in their vlogs in advance of their recording sessions.

Excerpt 3

1st participant

…The primary difficulty encountered revolves around the memorization of the textual content intended for verbal delivery…

2nd participant

…Notwithstanding the numerous advantages, the utilization of vlogs is not entirely exempt from challenges, albeit relatively minor. Specifically, concerns arise regarding the performative aspects inherent in vlogging, necessitating the indirect memorization of the lexicon or utterances that are to be articulated within the vlog…

3rd participant

…Prominently, the challenge pertains to the cognitive process of memorization, given that vlogging entails active verbal engagement. Consequently, it demands a conscious recollection of the linguistic elements that are to be expressed, thereby necessitating unwavering self-assurance…

4th participant

…In particular, personal pertinence is the arduousness encountered in articulating oneself in the English language, compounded by a deficiency in lexical prowess. Consequently, a protracted timeframe is entailed in ascertaining and committing to memory the verbiage that is intended to be pronounced within the vlog…

Based on the accounts provided by the participants, it is evident that their limited English vocabulary proficiency posed a challenge when using vlogs as a learning medium. The nature of vlog-based instruction requires the direct application of skills, particularly in areas such as speaking, which necessitates the memorization of relevant sentences or vocabulary. Consequently, participants required additional time to memorize the required language components for their vlogs. Furthermore, one participant expressed the need for self-confidence when performing actions within the vlogs.

These participant insights shed light on the potential barriers encountered when utilizing vlogs as an instructional tool. The participants' lack of mastery over English vocabulary hindered their ability to engage effectively with the vlog format, emphasizing the importance of strengthening vocabulary skills before vlog-based learning activities. Additionally, building self-confidence in using the language within the vlog context emerged as a vital aspect of successful implementation. Addressing these challenges can contribute to optimizing the efficacy of vlog-based instruction in language learning settings.

Discussion │ مناقشة

Students' English Vocabulary Acquisition Towards Learning Motivation by Utilizing Vlogs.

The utilization of vlogging in English language learning, particularly for English vocabulary retention, encompasses several crucial aspects of education, such as a

dynamic and immersive learning environment, the direct application of newly acquired vocabulary, and the use of innovative learning strategies. Concerning the dynamism and immersiveness of learning through vlogging, it implies that education can take place in various conditions and can involve direct engagement in real-world situations, allowing for the immediate application of learning. As highlighted by Liu et al. (2009), real-time learning by immersing oneself in actual environments can aid in developing students' interest in learning.

Furthermore, the use of vlogs can assist students in applying or practicing newly acquired vocabulary directly within the context of their vlog conversations. Direct practice allows students to gain new experiences and memorize English vocabulary more rapidly through the application of language in their vlogging activities. This aligns with the perspective of Dosi et al. (2023), who asserts that direct practical application of acquired language enhances students' memory retention of vocabulary in their memory.

Moreover, vlogging represents a novel approach to English language learning, categorizing it as an innovative educational method. Innovative learning allows for the transformation of education from traditional modes to modern ones. According to Jia & Qi (2023), the implementation of innovative learning can generate new ideas and facilitate the transformation from traditional teaching methods to modern ones. The use of modern media stimulates students' enthusiasm for English vocabulary retention. Liang et al. (2023) contend that the implementation of modern learning media makes students more interested in the learning process.

Based on the above exposition, the utilization of vlogging can enhance students' enthusiasm for learning English, particularly in English vocabulary retention. This is attributed to students experiencing real-life conditions and conversations, the direct application of new vocabulary, and the incorporation of innovative learning methods.

Students' English Vocabulary Acquisition Towards Topic Learning Preferences by Using Vlogs.

The incorporation of vlogging in education allows students to choose relevant topics aligned with their respective fields of study. The selection of pertinent topics makes it easier for students to retain English vocabulary as they can choose topics that align with their preferences. Demetriou et al. (2022) corroborate that choosing topics relevant to students' interests and fields aids in facilitating mastery and understanding of the learning materials. The use of relevant topics also heightens students' interest in learning, resulting in an enjoyable learning experience and facilitating English vocabulary retention. Flórez Marulanda et al. (Flórez Marulanda et al. 2023) asserts that the utilization of relevant topics helps students become more engaged in their learning, thereby easing the process of mastering the subject matter.

In addition to relevant topics, the use of vlogging fosters an understanding of specific terminology within English vocabulary. Challenging English vocabulary

typically requires a considerable amount of time to master. Therefore, an appropriate method, approach, or medium encompassing specific aspects of terminology is necessary. Oshchepkova & Alafnan (2023) stated that with specific terminology, students can more easily comprehend vocabulary relevant to their field of study, considering that the meanings of vocabulary may differ across different domains. The presence of specific terminology in vlogging facilitates students in connecting and applying specialized vocabulary related to their respective fields.

Based on discussions, the utilization of vlogging can facilitate students in selecting learning topics aligned with their fields of interest. Vlogging also aids in easing students' understanding of specific terminology embedded in their vlog conversations

The Challenges in Utilizing Vlog Media for English Vocabulary Mastery.

As a learning medium that requires direct practice, vlogs present challenges for students in their utilization. One of the challenges is that students with limited English vocabulary find it difficult to apply vlogs effectively. As stated by Hussain & Rahim (2022), the use of unfamiliar media can sometimes pose difficulties for both students and teachers in terms of implementation and utilization, requiring a period of adjustment. This demonstrates that vlogs are considered unfamiliar media in English language learning, necessitating adaptation and the memorization of vocabulary words within the context of the vlogs.

Another challenge faced by students in using vlogs as a medium for mastering English vocabulary is the need for self-confidence. Self-confidence plays a significant role in utilizing vlogs as a learning medium since vlogs demand students to be at the center of the learning process. Hagger & Chatzisarantis (2016) affirm that self-confidence greatly influences how students navigate their learning environment and ultimately impacts their learning outcomes.

Conclusion | خاتمة

This study aims to examine students' perceptions regarding the use of vlogs as a medium for English language learning, specifically focusing on vocabulary acquisition. The researchers assert that incorporating interactive media, such as vlogs, which necessitate active student engagement, can effectively enhance students' learning development. In addition to facilitating vocabulary retention, vlogs motivate students as they introduce novel learning environments and mitigate the likelihood of student disengagement or monotony during English language lessons.

The anticipated outcomes of this research extend beyond the advancement of English vocabulary proficiency, encompassing the broader realm of educational progress. As revealed through their feedback, the participants' contentment with vlog-based instruction underscores the potential for implementing this approach across diverse subject areas. The researchers encourage educators to employ captivating and interactive media platforms that foster student enthusiasm and sustain engagement,

ultimately preventing pedagogical ennui.

However, this study acknowledges certain limitations. Specifically, it remains unable to comprehensively explore teachers' perspectives on using vlogs to enhance students' English vocabulary acquisition. To address this gap, future investigations should undertake an in-depth exploration of educators' viewpoints concerning the integration of vlogs as a pedagogical tool, particularly in terms of vocabulary development.

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